



# National Child Care Information Center

*A service of the Child Care Bureau*



243 Church Street NW, 2nd Floor  
Vienna, Virginia 22180

Phone: (800) 616-2242 Fax: (800) 716-2242 TTY: (800) 516-2242

World Wide Web: <http://nccic.org>

## **EARLY CHILDHOOD EDUCATION WORKFORCE PRACTITIONER REGISTRY SYSTEMS**

Comprehensive professional development systems for early care and education personnel are accessible and based on a clearly articulated framework; include a continuum of training and ongoing supports; define pathways that are tied to licensure, leading to qualifications and credentials; and address the needs of individual, adult learners. Enhancing a spirit of life-long learning is one goal of any professional development system; similar to this goal, a professional development system itself is never a finished product and should continually evolve and be refined to best meet the needs of the population it serves.

Within professional development systems there are several interconnected components. These components fall under five broad elements: 1) Funding; 2) Core Knowledge; 3) Qualifications and Credentials; 4) Quality Assurances; and 5) Access and Outreach. A one-page document that outlines and defines this simplified framework is available on the Web at <http://nccic.org/pubs/goodstart/pdsystem.html> or in PDF format at <http://nccic.org/pubs/goodstart/pdsystem.pdf>.

Registries can be multi-faceted components of professional development systems; they can be part of both the Qualifications and Credentials and the Quality Assurance elements of a professional development system. Personnel or training registries—databases that track completed training—can be an integral part of pathways that lead to qualifications, degrees, and credentials. Trainer registries—a database of trainers and their qualifications—may be part of trainer approval processes, which is a component of Quality Assurances.

At least 23 States have implemented some type of early childhood practitioner or training registry: Arizona, Arkansas, Connecticut, Delaware, Georgia, Hawaii, Idaho, Maine, Missouri, Montana, Nevada, New Jersey, North Carolina, Oklahoma, Oregon, Pennsylvania, South Carolina, Tennessee, Utah, Washington, West Virginia, Wisconsin, and Wyoming. In addition, Texas has implemented, and Florida is implementing a Regional registry; and Alaska, the District of Columbia, Iowa, Kansas, and Nebraska are in the process of planning or implementing a Statewide registry. The following information provides some details about each State's registry, followed by a quick-reference table. Several of the States listed also have a trainer registry as a component of their professional development systems. That information is not specified in this document, but may be included in the listed professional development Web sites.

## **STATEWIDE REGISTRIES**

### **Arizona**

Arizona's S☆CCEEDS (Statewide Child Care and Early Education Professional Development System) is a voluntary, Statewide career registry program designed to improve the status of individuals working in the child care and early education profession. S☆CCEEDS is funded by the Arizona Department of Economic Security, Child Care Administration, through the Federal Child Care Development Fund. The system includes practitioners, trainers, and trainings. S☆CCEEDS allows practitioners to track training, education, and work experience over the course of their career. There is no cost to register with S☆CCEEDS. Those who complete the application process receive 25 dollars, and 50 dollars is awarded to a practitioner each time a higher career level is reached.

Additional information is available on the Web at <http://www.asccaz.org/scceeds> or by contacting S☆CCEEDS at 800-905-4389.

### **Arkansas**

The Arkansas Early Childhood Professional Development System (AECPPDS) is administered through Arkansas State University Childhood Services. The State's practitioner registry is a component of AECPPDS, and is funded by the Arkansas Department of Human Services, Division of Child Care and Early Childhood Education.

Additional information is available on the Web at <http://chs.astate.edu>, or by contacting Vicki Sterns, the AECPPDS's Registry Coordinator, at 888-429-1585.

### **Connecticut**

Connecticut Charts-A-Course (CCAC) is the Statewide professional development system for early education and school-age care. Their mission is to support career development and program improvement by promoting the achievement of national and State professional standards. The Department of Social Services, Department of Education, and Connecticut Community Colleges jointly support Connecticut Charts-A-Course.

When an early education or school-age care provider joins Connecticut Charts-A-Course, the Registry creates a personal career development file for that individual and stores it in a confidential database. Each file contains information from the initial membership application, first aid certificate, training and education from CCAC approved sources, and a copy of the Registry Certificate that details the current level held on CCAC's career ladder.

Additional information is available on the Web at <http://www.ctcharts-a-course.org/registry.htm> or by contacting CACC at 800-832-7784 or 203-397-4036.

### **Delaware**

Delaware First: Career Development for Early Childhood Professionals was launched in 1989 by the Office of Child Care Licensing to create a Statewide career development system for providers of early care and education (ECE) programs. This project, which was to be

implemented over a ten year time frame, was designed by a collaboration of leaders from State government, higher education, and the child care community with facilitation from a team of consultants. Managed by the Office of Child Care Licensing with funds from the Child Care and Development Fund Quality money, this project continues to be a collaborative effort of the ECE community.

Providers have access to an annual printout of their training from the Personnel Registry database which maintains training records of all participating providers. The transcript offers formal documentation of training showing titles, topics, and dates of all ECE-related training.

A sample Personnel Registry transcript is available on the Web at [http://www.state.de.us/kids/pdfs/occl\\_defirst\\_sampletranscript.pdf](http://www.state.de.us/kids/pdfs/occl_defirst_sampletranscript.pdf). Additional information is available on the Web at [http://www.state.de.us/kids/occl\\_defirst.htm](http://www.state.de.us/kids/occl_defirst.htm) or by contacting the Career Development Manager, Office of Child Care Licensing at 302-892-5800.

### **Georgia**

Georgia's Advancing Careers through Education and Training (ACET) provides a formal structure and Statewide opportunities for linkages between academic and professional communities, expansion of continuing education and training offerings, research centered on professional development issues, and project management for deliverable services to the field. ACET's mission is to support quality childhood care and education programs in Georgia through support of childhood care and education professionals.

A project of ACET, the Professional Development Registry (PDR) is a recognition system established to document and verify professional achievements of people who work in Georgia's childhood care and education settings. Registry participants can request a copy of their certified record of training. Records detail completed community-based training.

The PDR Participant Registration and Information form is available on the Web at <http://www.acetonline.org/pdf/pdr2.pdf>. Additional information is available on the ACET Web site at <http://www.acetonline.org>, or by calling 888-405-2238 or 770-339-5246.

### **Hawaii**

Since 1996, the Hawaii Early Childhood Career Development Coalition, a group of 21 public and private organizations, has been working to improve the quality of early childhood workforce by creating the Hawaii Career Development System and launching the Hawaii Careers with Young Children initiative. Hawaii Careers with Young Children provides public recognition for professional development efforts; improves services to children and families by ensuring qualified staff for programs; and rewards professional development with appropriate compensation.

Hawaii Careers with Young Children's Registry is a Statewide program that documents individual qualifications of staff that work in the field of early care and education. Current and prospective practitioners working in child care centers licensed by the Department of Human Services are required to have their job qualifications evaluated and recorded by The Registry.

Additional information about The Registry is available on the Web at <http://www.hawaiiececareers.com/142.htm>, or by calling 808-531-5502.

### **Idaho**

IdahoSTARS (State Training and Registry System), a voluntary professional development system, is a joint project between the University of Idaho's Center on Disabilities and Human Development and the Idaho Association for the Education of Young Children. The system is funded by the Idaho Department of Health and Welfare and includes components such as scholarship programs, incentives, a trainer registry and approval system, career lattice, and a practitioner registry.

In development since July 2003, IdahoSTARS's Professional Development Registry is a voluntary, Statewide system to recognize and document the professional achievements of people who work in the ECE field. A combination of practitioners' training, education, and experience place them on the Career Pathway, which ranges from levels 1.0 to 8.0. Statewide Orientation workshops began in April 2004, resulting in 964 orientation attendees. As of July 1, 2004, 145 registry applications have been received, with 98 individuals enrolled and placed on the Career Pathway.

Additional information about IdahoSTARS is available on the Web at <http://www.idhostars.org> or by calling 800-926-2588.

### **Maine**

The Maine Roads to Quality: Child Care and Early Education Career Development Center works to promote the quality of child care and early education through professional development; address the training and education needs of all child care and early education professionals at all levels of their careers and in diverse practice settings; offer multiple ways for professionals to achieve their career goals; increase linkages between training and formal education so professionals can pursue their career path; recognize professionalism and the individuals who pursue their career goals and the programs that support them; and collect information and monitor the effectiveness of the career development system.

The Maine Roads Registry and Career Lattice form the State's child care and early education professional recognition system. As a Registry member, providers receive recognition for their experience working with children and families, ongoing training, and educational accomplishments in early childhood education or related fields.

Additional information about the Registry is available on the Web at <http://muskie.usm.maine.edu/maineroads/Registry.html> or by contacting Maine Roads to Quality at 888-900-0055.

### **Missouri**

The Opportunities in a Professional Education Network (OPEN) initiative's mission is to implement a career development system for Missouri's early childhood and school-age/after-school professionals. OPEN began in 1995 with support from the Ewing Marion Kauffman Foundation and the Danforth Foundation. OPEN's current funders include the Ewing Marion

Kauffman Foundation, Department of Social Services, Department of Health and Senior Services, Department of Elementary and Secondary Education, Boone Early Childhood Partners, Area Resources for Community and Human Services (ARCHS) the St. Louis Community Partnership, and Success By 6 at the United Way of Greater St. Louis. The initiative is currently working on the following system components: Core Competencies, the Trainer Registry, the Professional Achievement and Recognition System (PARS), and Finance and Compensation.

PARS, Missouri's early childhood personnel registry, is database system that tracks professionals' career development and recognizes educational attainment. There are over 2,256 professionals enrolled in PARS.

For additional information, contact the OPEN initiative at 573-884-3373 or on the Web at <http://www.openinitiative.org>.

### **Montana**

In 1998, the Early Childhood Project (ECP) was funded to manage and oversee Early Care and Education Career Development activities in Montana. Career development is funded through the Montana Department of Public Health and Human Services from the Child Care and Development Block Grant (CCDBG). The ECP manages the Montana Practitioner Registry data base, conducts research, identifies training and education gaps, approves training for State licensing requirements, and develops new opportunities for learning. The Practitioner Registry is voluntary in Montana and has been created to professionalize the early care and education field.

Additional information about the Registry is available on the Web at <http://www.montana.edu/~wwwecp/practitioner.html>, or by calling ECP at Montana State University at 800-213-6310 or 406-994-4746.

### **Nevada**

In April 2002, a voluntary Career Ladder and a set of Core Knowledge Areas were formally adopted by the Nevada State Child Care Advisory Committee. The Nevada Registry was developed as the structure to implement these components. The Registry is available through the State of Nevada, Office of Early Care and Education, is funded through the Federal CCDBG Quality Improvement Dollars, and is administered through a contract with the Washoe County School District. The Nevada Registry will begin approving training on a Statewide basis as of October 1, 2004.

Additional information is available on the Web at <http://www.nevada-registry.org/index.html> or by contacting The Nevada Registry at 775-850-8038 or 775-850-8058.

### **New Jersey**

The New Jersey Professional Development Center for Early Care and Education (NJPDC) is working to establish a comprehensive Statewide system of professional development for educators, including a career lattice linked with educational opportunities and resources.

The New Jersey Registry for Childhood Professionals Serving Children Birth through Age Thirteen (The NJ Registry) is a voluntary Statewide system that guides, tracks and recognizes

the professional growth and development of people who work in early care and education, out-of-school time, and primary education settings in New Jersey. The NJ Registry is maintained in the office of the Clearinghouse, at the New Jersey Professional Development Center for Early Care and Education at Kean University. Registry participants are approved at one of the six professional development levels of the New Jersey Professional Development Center for Early Care and Education (NJPDCECE) Career Lattice. Each level represents various combinations of education and experience.

The NJ Registry Application Form is available on the Web at <http://www.njpdcece.org/pages/njregistryappl.htm>. Additional information about the NJ Registry is available on the Web at <http://www.njpdcece.org/pages/personnel.html>, or by calling 908-737-5900.

### **North Carolina**

The North Carolina Institute for Early Childhood Professional Development was established in November, 1993 by the Division of Child Development as a State-level group of practitioners, agencies, and institutions to advise the Division on matters related to early childhood professional development. The mission of the Institute is to define and advocate for the implementation of a comprehensive early childhood professional development system that provides supportive, accessible, and individually appropriate education which is linked to compensation in order to ensure high-quality care and education services for children and families.

The Workforce Registry was established in 1998 to collect data regarding community college students who had obtained the North Carolina Early Childhood Credential (NCECC). The Institute is responsible for the State's registry system, which also coordinates with North Carolina's rated license system.

Additional information about the Institute is available on the Web at <http://www.ncchildcare.org> or by calling 919-662-4499.

### **Oklahoma**

The Center for Early Childhood Professional Development (CECPD) was created using Federal CCDBG funds. The Center supports individuals who work in licensed child care settings in Oklahoma—family child care homes, child care centers, and Head Start programs. Support is given to teachers and directors as they work toward success in the Reaching for the Stars tiered reimbursement program. The tiered reimbursement program enables programs that seek two-star or three-star status to receive a higher reimbursement rate for children whose families receive child care assistance through the State of Oklahoma Department of Human Services (DHS).

The Oklahoma Registry verifies that individuals have met all State of Oklahoma DHS entry-level and continuing education training requirements, as well as teacher and director requirements for the Reaching for the Stars initiative. Once licensing requirements are met, additional training and experience determines the level on which the professional is located on the Oklahoma Registry's professional development ladder.

Additional information about the Oklahoma Registry is available on the Web at <http://www.cecpd.org/OklahomaRegistry/registry.html>, or by contacting CECPD at 888-446-7608 or 405-799-6383.

## **Oregon**

The Oregon Center for Career Development in Childhood Care and Education is located at Portland State University. The Center works to promote the quality of childhood care and education for Oregon's children and families by providing a career development system for practitioners.

Oregon's Childhood Care and Education Professional Development Registry (PDR) is a voluntary Statewide system to validate (or recognize) the professional achievements of people who work in childhood care and education settings in the State of Oregon. People who work in these settings can apply for Entry Level or one of the other six levels. Each level represents various combinations of training and experience. The Professional Development Registry Office is located in the Oregon Center for Career Development in Childhood Care and Education at Portland State University.

For additional information, contact the Oregon Center for Career Development in Childhood Care and Education at 503-725-8535 or on the Web at <http://www.centerline.pdx.edu/pdr/pdrhm.html>.

## **Pennsylvania**

Pennsylvania Pathways was established by the Bureau of Child Day Care Services, Office of Children, Youth and Families, Department of Public Welfare (DPW) to improve the quality of child care by providing opportunities for professional development for those who care for children.

Pennsylvania Pathways maintains a Registration of Training Information System that records information obtained on the Registration of Training forms received at PA Pathways sponsored training events. The Registration of Training form includes: participant information, training information (title of training, hours of training, date of training, etc.), training organization information (name of training organization, trainer name, and training code), and participant employment information. Information is entered approximately 60 days after submission of the forms from the PA Pathways sponsored training organization, and is accessible to caregivers and DPW staff via secure online access to the training registry.

For additional information, contact Pennsylvania Pathways at 800-492-5107 or 814-836-9625, or on the Web at <http://www.papathways.org>.

## **South Carolina**

The South Carolina Center for Child Care Career Development (SCCCCCD) administers the State professional development system in collaboration with the South Carolina Department of Social Services and the First Steps to School Readiness Program. One initiative of this collaboration is the South Carolina Child Care Training System, which includes a Statewide training registry that documents all child care training that meets annual regulatory requirements. Additional activities include an annual training transcript mail-out to all providers; a voluntary certification process and adult learning principles seminars for trainers; an annual certified training calendar; and entry-level credentials and bonuses for family/group and center-based practitioners.

SCCCECD also sponsors the State's articulation efforts, and administers T.E.A.C.H. Early Childhood® SOUTH CAROLINA and the National Association for the Education of Young Children Associate's Degree Accreditation Project.

For additional information contact SCCCECD at 864-250-8581.

### **Tennessee**

The Tennessee Early Childhood Training Alliance (TECTA) is a Statewide early childhood training and professional recognition system administered by higher education to include orientation training through advanced degree programs. TECTA maintains a registry for providers in their training system.

Additional information about TECTA is available on the Web at <http://www.tecta.info>, or by contacting Evelyn Hale at the TECTA Management Office at 615-963-7283.

### **Utah**

The Utah Department of Workforce Services, Office of Child Care, Professional Development Programs are designed to improve the quality of ECE by increasing the levels of training and expertise of those who work with Utah's children. Programs include scholarships and incentives, career guidance, and a career ladder.

The Early Childhood Career Ladder is a voluntary Statewide training certification program for early childhood workers. Participants receive a certificate and cash bonus for each level of training they complete. Training that is part of the Career Ladder system is documented for providers; other training is not part of this tracking system.

Additional information about the career ladder is available on the Web at <http://jobs.utah.gov/occ/Training/CareerLadder.asp>, or by contacting the Utah Department of Workforce Services, Office of Child Care at 800-622-7390 or 801-526-4340.

### **Washington**

In 1997, the Washington State Legislature appropriated funds to develop and implement a career development system for professionals in early childhood and school-age programs. Washington STARS (State Training and Registry System) is a career development system designed to improve child care through basic and ongoing training for child care providers. The Division of Child Care and Early Learning is the regulatory authority for the Licensing Requirements and the administrator of the STARS Registry, a Web-based database that tracks Provider Records. Washington Association for the Education of Young Children (WAEYC) is contracted to administer other components of the program, including Information and Publicity, Training and Trainer Approval, and the Scholarship Program.

STARS Forms are available on the Web at [https://wws2.wa.gov/dshs/stars/stars\\_forms.asp](https://wws2.wa.gov/dshs/stars/stars_forms.asp). For additional information, contact STARS at 253-854-2565 or on the Web at <https://wws2.wa.gov/dshs/stars>.

### **West Virginia**



West Virginia S.T.A.R.S. (State Training and Registry System) Professional Development for Early Care and Education includes all ECE practitioners working in a variety of settings—child care centers, private and public preschools, Head Start, family child care homes and facilities, early intervention, school-aged child care, parent educators, regulators, and trainers. West Virginia’s Early Childhood Training Connections and Resources, working collaboratively with local, State, and national partners, is implementing a continuum of specialized training and career mobility for practitioners that is grounded in a core body of child-related knowledge. The Registry and Credentialing system tracks, establishes, and formally recognizes a practitioner’s level of skill and accomplishment on West Virginia’s Career Pathway.

Additional information is available on the Web at <http://www.wvearlychildhood.org/stars.html>, or by contacting the West Virginia S.T.A.R.S. and West Virginia Early Childhood Training Connections and Resources at 866-987-8277 or 304-529-7603.

### **Wisconsin**

The Registry—Wisconsin’s Recognition System for the Childhood Care and Education Profession—acknowledges and highlights practitioners training, experience, and professionalism. Depending on the type of application selected, The Registry awards a certificate verifying that individuals have met all State of Wisconsin Department of Health and Family Services entry-level and continuing education requirements. Training beyond those requirements along with experience and professional contributions are represented by the levels and stars of The Registry’s career ladder.

Additional information about The Registry is available on the Web at <http://www.the-registry.org/registry.htm>, or by contacting The Registry at 608-222-1123.

### **Wyoming**

Wyoming’s STARS (Statewide Training and Resource System) is an umbrella program for the Training Registry, scholarship, early childhood clearinghouse, and professional development programs. Administered by the Wyoming Children’s Action Alliance, the Statewide computerized registry tracks all of the training hours providers obtain for Department of Family Services licensing, the training registry database, and the Training Approval process. Participation in the Registry is voluntary. The Training Registry Program is based on Wyoming’s Competency Wheel which includes eight core areas of knowledge from which providers are required to obtain training.

Additional information about the Training Registry is available on the Web at <http://www.wykids.com/stars/training>, or by contacting the Wyoming Children’s Action Alliance at 800-400-3999 or 307-635-2272.

## **REGIONAL REGISTRIES**

### **Texas**

The Family Services Association of San Antonio has a computerized database registry that tracks and documents training for providers in the San Antonio, Texas area. For additional

information, contact Dawn White, Manager, Children's Resource and Referral Department at 210-225-0276.

### **Florida**

Florida's Palm Beach County is developing a practitioner and training registry for its child care community. For additional information, contact Rose Clements, Professional Development Project Director, Palm Beach Community College at 561-868-3653 or via e-mail at [clementr@pbcc.edu](mailto:clementr@pbcc.edu).

At the State-level, Florida's Child Care Services Program Office, Department of Children and Families, tracks only the minimum training required by State licensing regulations and director credential recipients (as of January 2004 center directors are required to obtain this credential). Providers can check their "transcripts" through an online system. For additional information, contact the Florida Department of Children and Families: Child Care at 850-487-1111 or on the Web at <http://www.dcf.state.fl.us/childcare>.

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## **STATEWIDE REGISTRIES in DEVELOPMENT**

### **Alaska**

Alaska System for Early Education Development (Alaska SEED) is a system of professional development for Alaska's field of Early Care and Learning. Based at the University of Alaska Southeast, SEED is a collaborative project of the University of Alaska Anchorage, University of Alaska Fairbanks, College of Rural Alaska, the State's regional Child Care Resource and Referral Agencies, Head Start, the Tribal Childcare Association, and State of Alaska Departments of Education and Early Development, Health and Social Services, and Labor, and other nonprofit agencies in Alaska.

SEED is developing a personnel registry, which will be administered through the University of Alaska Southeast with support from the project's advisory council. The registry will serve a three-fold purpose: 1) to professionalize the field of early childhood education; 2) to give validity to the SEED early childhood education framework; 3) to provide an interface, articulation, and tracking between and/or within database systems and programs in the early childhood field.

Additional information is available on the Web at <http://seed.alaska.edu>, or by contacting Carol Prentice, SEED Project Manager, University of Alaska Southeast at 907-465-6414 or via e-mail at [carol.prentice@uas.alaska.edu](mailto:carol.prentice@uas.alaska.edu).

### **District of Columbia**

The Early Childhood Leadership Institute (ECLI) at the University of the District of Columbia develops, serves, and supports practitioners who provide early care and education in the District of Columbia. ECLI is a financially independent entity, and its projects receive funding from the Federal and District of Columbia governments, ECE organizations, and foundations. ECLI supports degree and non-degree professional preparation programs, Child Development Associate through Master's degree including nontraditional career options involving high school students and apprenticeship training.

The Institute is responsible for implementing and administering the District's Professional Development Registry and the Trainer Certification Process. The planning and implementation of this registry is in process.

For additional information, contact ECLI at 202-986-1819 or on the Web at <http://www.universityofdc.org/detail.php?sid=3&aid=80>.

### **Iowa**

The Iowa Early Care & Education Professional Development Project's vision and primary goal is to create a professional development system for all individuals caring for Iowa's children. A project of the Iowa Child Care & Early Education Network, the professional development project began its work in 1999, with a Federal grant from Head Start. The project is now funded by the Iowa Department of Human Services through the CCDBG. The work of the project is divided into four areas: 1) Articulation; 2) Career levels and Qualifications; 3) Core Competencies; and 4) Training Registry.

Iowa's registry is under development, and will serve all people in the ECE working with young children, including trainers. The Training Registry Work Group's objective is to establish an early care and education computerized training registry that:

- Documents practitioners' education and experience;
- Recognizes practitioners' competencies and awards certificates of achievement;
- Documents training attained by practitioners;
- Provides a Statewide training calendar from all sources providing training (for-credit and not-for-credit);
- Enables tracking of demographic information on early care and education issues including need, turn-over, quality, and availability; and
- Provides career counseling and assessment to practitioners to facilitate their individual professional growth.

For additional information, contact The Iowa Early Care & Education Professional Development Project at 515-883-1206, ext. 128 or on the Web at <http://www.iaeceprofdev.org>.

### **Kansas**

Kansas Association of Child Care Resource and Referral Agencies (KACCRRRA) manages the State's Professional Development Initiative for Early Care and Education (PDI). PDI focuses on four major areas: 1) providing education and professional development opportunities; 2) providing information to the public and the ECE field; 3) improving the quality of early childhood programs; and 4) coordinating financing for ECE.

As part of PDI's first focus area—providing education and professional development opportunities—the development of a practitioner registry is in progress.

Additional information is available on the Web at <http://www.kaccrra.org>, or by contacting Becky Woerz, PDI's Project Director, at 620-343-3491.

**Nebraska**

Nebraska's Early Childhood Training Center (NECTC) provides support and training to staff working with young Nebraska children and their families, and serves as a resource to parents and families about parenting. Administered by Educational Service Unit #3, NECTC is funded by the Nebraska Department of Education: Offices of Early Childhood, Special Populations, and Title 1; and the Nebraska Health and Human Services System.

Piloting of the State's Early Childhood Training Registry is being conducted through Regional Training Coalitions funded by the Department of Education via the Federal CCDBG.

Additional information about NECTC is available on the Web at <http://www.esu3.org/ectc/train/Registry.html> or by contacting NECTC at 402-597-4820.

## QUICK REFERENCE TABLE: STATES with IMPLEMENTED REGISTRIES

State	Registry Name*	Web Site	Phone Number(s)
AZ	S☆CCEEDS	<a href="http://www.asccaz.org/scceeds">http://www.asccaz.org/scceeds</a>	800-905-4389
AR	[practitioner registry]	<a href="http://chs.astate.edu">http://chs.astate.edu</a>	888-429-1585
CT	Registry	<a href="http://www.ctcharts-a-course.org/registry.htm">http://www.ctcharts-a-course.org/registry.htm</a>	800-832-7784 or 203-397-4036
DE	Personnel Registry	<a href="http://www.state.de.us/kids/occl_defirst.htm">http://www.state.de.us/kids/occl_defirst.htm</a>	302-892-5800
GA	PDR	<a href="http://www.acetonline.org/pdf/pdr2.pdf">http://www.acetonline.org/pdf/pdr2.pdf</a>	888-405-2238 or 770-339-5246
HI	Registry	<a href="http://www.hawaiiececareers.com/142.htm">http://www.hawaiiececareers.com/142.htm</a>	808-531-5502
ID	Professional Development Registry	<a href="http://www.idahostars.org">http://www.idahostars.org</a>	800-926-2588
ME	Maine Roads Registry	<a href="http://muskie.usm.maine.edu/maineroads/Registry.html">http://muskie.usm.maine.edu/maineroads/Registry.html</a>	888-900-0055
MO	PARS	<a href="http://www.openinitiative.org">http://www.openinitiative.org</a>	573-884-3373
MT	Practitioner Registry	<a href="http://www.montana.edu/~wwwecp/practitioner.html">http://www.montana.edu/~wwwecp/practitioner.html</a>	800-213-6310 or 406-994-4746
NV	Nevada Registry	<a href="http://www.nevada-registry.org/index.html">http://www.nevada-registry.org/index.html</a>	775-850-8038 or 775-850-8058
NJ	The NJ Registry	<a href="http://www.njpd.org/pages/personnel.html">http://www.njpd.org/pages/personnel.html</a>	908-737-5900
NC	Workforce Registry	<a href="http://www.ncchildcare.org">http://www.ncchildcare.org</a>	919-662-4499
OK	Oklahoma Registry	<a href="http://www.cecpc.org/OklahomaRegistry/registry.html">http://www.cecpc.org/OklahomaRegistry/registry.html</a>	888-446-7608 or 405-799-6383
OR	PDR	<a href="http://www.centerline.pdx.edu/pdr/pdrhm.html">http://www.centerline.pdx.edu/pdr/pdrhm.html</a>	503-725-8535
PA	[training registry]	<a href="http://www.papathways.org">http://www.papathways.org</a>	800-492-5107 or 814-836-9625
SC	[personnel training registry]	(under development)	864-250-8581
TN	[registry]	<a href="http://www.tecta.info">http://www.tecta.info</a>	615-963-7283
UT	[career ladder registry]	<a href="http://jobs.utah.gov/occ/Training/CareerLadder.asp">http://jobs.utah.gov/occ/Training/CareerLadder.asp</a>	800-622-7390 or 801-526-4340
WA	Washington STARS	<a href="https://www2.wa.gov/dshs/stars/stars_forms.asp">https://www2.wa.gov/dshs/stars/stars_forms.asp</a>	253-854-2565
WV	West Virginia S.T.A.R.S.	<a href="http://www.wvearlychildhood.org/stars.html">http://www.wvearlychildhood.org/stars.html</a>	866-987-8277 or 304-529-7603
WI	The Registry	<a href="http://www.the-registry.org/registry.htm">http://www.the-registry.org/registry.htm</a>	608-222-1123
WY	Training Registry	<a href="http://www.wykids.com/stars/training">http://www.wykids.com/stars/training</a>	800-400-3999 or 307-635-2272

\*Names in brackets are the generic registry system names given by the State.

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